



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Delphi Community School Corporation
School Corporation Number	0755
Evaluation Plan Website Link	http://www.delphi.k12.in.us/

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

- The System for Teacher and Student Advancement (TAP)
- The Peer Assistance and Review Teacher Evaluation System (PAR)
- RISE 3.0 State Model
- Locally Developed Plan
- Other _____ Delphi Community School Corporation Rise _____

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	3

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents	1-40,43-111
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	4-5

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1	Description of ongoing evaluator training	2,5
	IC 20-28-11.5-5(b)	Description of who will serve as evaluators	
	IC 20-28-11.5-8(a)(1)(D)	Process for determining evaluators	
Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2)	Description of who will serve as evaluators	NA
	IC 20-28-11.5-1(3)	Process for determining evaluators	
	511 IAC 10-6-3		
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b)	Description of ongoing evaluator training	2,5
	511 IAC 10-6-3		

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator	25-40,43-111
		Other measures used for evaluations (<i>e.g.</i> , surveys)	

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4)	Process and timeline for delivering feedback on evaluations	4-10
	511 IAC 10-6-5	Process for linking evaluation results with professional development	

Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	3 8, 11-19
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Definition of negative impact on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	5-8, 9,20 - 24

Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	4-8
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	17, 20 - 24
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	8,17 20-24
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	17

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	9
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	9

Delphi Community

School Corporation



RISE Teacher

Evaluation Plan

Delphi School Corporation's Mission Statement

To foster educational Rigor, Relevance and Relationships that enable each student to reach his/her full potential in a safe and stimulating learning environment.

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Delphi Community School Corporation RISE for Principals Delphi Community

School Corporation RISE for Superintendents

Description of Plan Development Process

DCSC evaluators will satisfy the mandatory annual evaluation requirement through the use of the DCSC RISE Evaluation Rubric, a copy of which is included in the appendix of this document.

Annually, the DCSC RISE Evaluation Rubric will be reviewed by the administrators and the Delphi Community Teacher Association (DCTA). After the administrators and DCTA have reviewed the evaluation rubric, the superintendent will meet with the DCSC DCTA corporation discussions team to review. The DCSC RISE Evaluation Rubric will be presented to the Delphi Community Board of Trustees annually in a public board meeting prior to evaluations being conducted.

Administrators in all buildings were trained through Wabash Valley in using the rubric. A software program will be used to facilitate tracking data, managing documentation, scheduling and tracking evaluations, tying evaluation results back to professional development, and to provide teachers a place to include any artifacts related to evaluations.

Introduction and Purpose of Teacher Evaluation

The DCSC RISE Evaluation Rubric is designed to recognize quality teaching, to assist administrators in their efforts to continually increase teacher effectiveness, to provide clear expectations and actions for teachers to use in order to increase student achievement, and to provide teachers with consistent feedback and communication regarding their performance. The rubric focuses on evaluating a teacher's primary responsibility: engaging students in rigorous academic content so that students learn and achieve.

Annual Designation in One of Four Categories

Through the use of the DCSC RISE Evaluation Rubric, each teacher will receive an annual designation placing the teacher in one of the following categories:

- A. **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally met or exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education (IDOE), which shall be published annually by August 1.

- B. **Effective:** An *effective teacher* consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

- C. **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary may have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

- D. **Ineffective:** An *ineffective teacher* consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, may have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

Components of DCSC RISE Evaluation Plan

The Delphi Community School Corporation RISE Teacher Evaluation Plan includes the following components:

An evaluation rubric that allows for detailed descriptions at each level of performance for each indicator.

Annual performance evaluations for all certified employees.

Objective measures for student achievement and growth, including methods for areas and subjects not measured by statewide assessments.

Rigorous measures of teacher effectiveness, including observations and other performance indicators.

A process to tie evaluation results back to professional development that is clearly aligned to the evaluation rubric's indicators and competencies.

A plan and process for giving feedback, including improvement plans.

A process for training observers and evaluators on each piece of the system.

A process for the frequency and length of observations that ensures at least three observations each school year to allow for professional growth.

A process for tracking data and managing documentation.

A plan to offer direct support to new and struggling teachers.

A clear approach for evaluating different kinds of certified staff, including a clear process and criteria for those without classrooms.

A system for monitoring the fairness, consistency, and objectivity of the system within and across our DCSC schools.

Annual designation of each certified employee in 1 of 4 ratings: Highly Effective, Effective, Improvement Necessary, Ineffective.

An explanation of the evaluator's recommendations for improvement, including the time frame in which improvement is expected.

A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

Observation Process: Professional Practice

The evaluation process stresses on-going feedback and support for the teacher. Observations are to be a regular and a frequent part of the evaluation process.

Formal Observations:

In the DCSC Evaluation Plan, teachers will be observed a minimum of three times a year using the Teacher Effectiveness Rubric. Teachers new to the corporation must have a minimum of two formal observations per year – at least one per semester. Teachers in their second or subsequent years of service at Delphi Community School Corporation have only one mandatory formal evaluation and two informal evaluations per year. However, evaluators may choose to visit classrooms more frequently than the minimum requirement specified, and any teacher may also request additional observations.

An unannounced formal **observation** lasts a minimum of 40 minutes.

Informal Observations:

An **informal observation (walk-through)** lasts a minimum of 10 minutes and is not announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within **two** school days. However, evaluators may choose to visit classrooms more frequently than the minimum requirement specified, and any teacher may also request additional observations. Any primary evaluators or secondary evaluators may perform an informal observation.

Post Conferences:

Post-Conferences are mandatory and must occur within **five** school days of the formal observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

Additional observations beyond the minimum are expected to assist struggling teachers. This may be any combination of formal or informal observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Evaluators

All evaluators are trained through Wabash Valley Education Center in conducting evaluations. Teacher proficiencies will be assessed by a primary evaluator, taking into account information collected throughout the year during formal observations, informal observations, and conferences performed by both the primary evaluator as well as secondary evaluators.

The primary evaluator is responsible for tracking teachers' evaluation results and helping them to set goals for their development. At the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine a teacher's summative rating. He or she will meet with the teacher to discuss this final rating in an end-of-year conference.

A secondary evaluator may perform informal observations. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

It is the responsibility to provide evidence to the evaluator regarding Domain 1: Planning and Domain 3: Leadership. Teachers should also be proactive in demonstrating their proficiency in these areas.

Examples of material for these domains may include (but are not limited to):

- A. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, systems for record keeping, instructional goal and data driven goals.
- B. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Student Learning

Teacher Goal

Each teacher will develop a measurable data goal and submit it to the principal.

Goals Must Be:

- Specific and measurable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

Scoring Process

At the end of the year, primary evaluators must determine a final teacher effectiveness rubric rating and discuss this rating with teachers during a summative evaluation conference. The final teacher effectiveness rating will be calculated by the evaluator in a four-step process:

1. Compile ratings and notes from observations, conferences, and other sources of information
2. Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership
3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3
4. Incorporate Core Professionalism rating

A teacher who is rated as ineffective may, at his or her discretion, make a written request for a private conference with the superintendent of schools within seven working days of the teacher's receipt of an ineffective rating.

BEGINNING OF ACADEMIC YEAR

Evaluators may hold conferences with all returning employees. These conferences should be used as a chance to do the following:

1. Review evaluation ratings including all necessary data returned during the summer.
2. Discuss teacher strengths and weaknesses and plan professional goals for the year accordingly.
3. Set Goals.
4. Outline remediation plans for any returning teachers who have received a rating of *Improvement Necessary* or *Ineffective*. A remediation period (not totaling more than 90 days) should be outlined and clear improvement goals provided.

THROUGHOUT ACADEMIC YEAR

Evaluators and teachers conference to discuss findings and evidence from ongoing formal and informal observations, collaborating to make sure both novice and veteran teachers are on pace to meet annual professional development goals.

In instances where teachers are not on pace to meet professional development goals, evaluators will counsel teachers toward specific steps they can take to improve classroom practice, raise student achievement, and meet annual goals.

END OF ACADEMIC YEAR (MAY/JUNE)

Hold end-of-year conferences with employees who have shown a record of effectiveness who will have a continuing contract. Discuss the evaluation evidence collected via observations throughout the year as well as any initial goals. This conference allows teachers to end the school year with a strong sense of their current performance as well as general ideas for improvement in the coming year.

Hold end-of-year conferences with those employees who are eligible for cancellations or nonrenewal of contracts due to reductions in force, probationary status, or incompetence*.

The evaluators should use the most complete and accurate information in hand that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.

If a teacher is in danger of dismissal, and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will include (but not limited to) the following: observation notes, student data (formative and summative throughout the year), student work, lesson plans, and other assessments. To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

- *Note on "incompetence":* IC 20-28-7.5-1(e)(4) permits a corporation to immediately terminate a teacher contract for "incompetence." Incompetence includes (but is NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(4)(A)) or an ineffective designation or improvement necessary rating in three years of any five year period (IC 20-28-7.5- 1(e)(4)(B)).
- Note that nothing in the new law restricts evidence of incompetence to performance evaluation designations. Thus, it appears that the references in IC 20-28-7.5- 1(e)(4) to performance evaluations supplements, rather than replaces, existing meanings of incompetence.
- For example, in the case of *Harrison-Washington Community School Corporation v. Bales* (Ind. Ct. App. 1983), the Indiana Court of Appeals upheld a termination for incompetence where a teacher was found "wanting in practical efficiency and discipline." The new legislation neither overturned nor contradicted the *Bales* court's reasoning or interpretation of incompetence. As always, however, a corporation should consult with legal counsel for advice on how to determine whether an employee's performance constitutes incompetence under the law.

Data Collection, Storage, and Analysis

Data pertaining to teacher evaluations will be collected, stored, and tracked using a software program. This program will:

- Contain all 4 Domains of RISE and their competencies
- Contain all 19 competencies
- Include Goals
- Require evaluator to use Professional Judgment to score
- Allow evaluator to write and store narratives
- Convert domain ratings to a final, overall Professional Practice Rating
- Allow for evidence to be directly linked to appropriate indicator in the rubric
- Direct teacher to specific professional development offerings based on teacher request or evaluator recommendation
- Store uploaded artifacts such as lesson plans, student work, pre/post conference forms, etc.

Professional Development/Improvement Plan

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Senate Enrolled Act 1.

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Teachers set benchmarks to check their progress throughout the improvement timeline (no more than 90 school days for remediation plans) and include data to ensure progress is adequate at each benchmark. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Scheduling Decisions

By statute, a school corporation is required to notify parents in an instance where a student is assigned an ineffective teacher (or two different ineffective teachers) for two consecutive years. To avoid making scheduling changes in the fall, corporations should preempt the possibility of this happening by doing two things:

1. Ensure struggling teachers receive support throughout the year to improve. Corporations will have evidence to identify struggling teachers early on. If a teacher is not improving after being provided targeted support, a corporation should look to exit the teacher in the spring rather than having him/her return in the fall.
 2. If a corporation plans to have a teacher return in the fall who is in danger of receiving an ineffective rating based on the evidence collected thus far, the corporation should flag this when scheduling students to ensure no student has the possibility of receiving an ineffective teacher two years in a row.
 3. If no scheduling changes can be made to avoid enrolling students in ineffective teachers' classes two years in a row, the school principal shall notify the affected parents or guardians before the tenth day of August of each year. The principal may meet this requirement through a private conference with the guardian(s) or by a letter in the US mail.
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Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This optional form may be used, at the evaluator's discretion, to summarize and supplement the notes.

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Domain 4 (Special Education Staff ONLY): Areas of Strength Observed in the Classroom (identify specific competencies):

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.

Summative Rating Form - Certified Instructional Staff

SCHOOL: _____

EVALUATOR: _____

TEACHER: _____

DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number of Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards- Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	1.1: _____ 1.2: _____ 1.3: _____ 1.4: _____ 1.5: _____	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.	

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.	

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

****For Special Education Certified Staff ONLY**

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
4.1 Develops, Implements, and monitors progress on IEP	4.1: _____	
4.2 Adheres to federal, state, and local special education procedures	4.2: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		75%	
Domain 3		10%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

****For Special Education Certified Staff ONLY**

Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		65%	
Domain 3		10%	
Domain 4		10%	

Final Score for Domains 1-4:

Follow the following formula to calculate by hand:

- 3) Rating * % Weight = Weighted Rating
- 4) Sum of Weighted Ratings = Final Score for Domains 1-4

Final Teacher Effectiveness Rubric Score, Domains 1-4: _____



Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

Scoring Process

The rubric is a grid that lists the areas to be observed. These areas include: Purposeful Planning, Effective Instruction, Teacher Leadership, and Core Professionalism. For each of the areas, there are subcategories that define specific skills that are related to the area.

The rubric includes the categories that designate the teacher's level of performance in each of the measured areas. These categories included: Highly Effective, Effective, Improvement Necessary, and Ineffective. By cross referencing the evaluation areas and the performance levels, the grid will give detailed descriptions of what designates, for example, a Highly Effective teacher in the area of Purposeful Planning.

Through combined observations by trained evaluators (for DCSC, the evaluators are the administrators or their qualified designees in each building), a determination will be made as to what performance level in each of the evaluated areas a teacher falls. Teachers may fall into different levels for different areas. For example, she or he may be deemed Highly Effective in "Effective Instruction" and Effective in "Teacher Leadership."

Once a performance rating is determined for each area, there is a formula that evaluators will use to establish an overall "score" for the Teacher Effectiveness portion of the overall evaluation. Of the four areas, the performance level in the area of "Effective Instruction" carries the greatest weight of the total score.

Both the extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations.

At the end of the year, primary evaluators must determine a final teacher effectiveness rubric rating and discuss this rating with teachers during a summative evaluation conference. The final teacher effectiveness rating will be calculated by the evaluator in a four-step process:

1. Compile ratings and notes from observations, conferences, and other sources of information.
2. Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership.
3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3.
4. Incorporate Core Professionalism rating.

A teacher who is rated as ineffective may, at his or her discretion, make a written request for a private conference with the superintendent of schools within seven working days of the teacher's receipt of an ineffective rating.

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	Meets Standards	Does Not Meet Standards

Final Teacher Effectiveness Rubric Score

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

Ineffective	Improvement Necessary	Effective	Highly Effective
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1.0
Points

1.75
Points

2.5
Points

3.5
Points

4.0
Points

Note: Borderline points always round up.

Final Summative Rating:

<input type="checkbox"/>	Ineffective
<input type="checkbox"/>	Effective

<input type="checkbox"/>	Improvement Necessary
<input type="checkbox"/>	Highly Effective

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____



Delphi Community School Corporation Professional Improvement Plan

Teacher:

Administrator:

Teaching Assignment:

School:

Development of Professional Improvement Plan

This Professional Improvement Plan was developed jointly by [teacher, administrator, other] at a series of meetings between [date] and [date].

Areas in Which Improvement Must Occur

[List relevant Domains.]

Domain 1: Purposeful Planning

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Domain 2: Effective Instruction

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Domain 3: Teacher Leadership

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Core Professionalism

Competencies listed below illustrate the expected minimum competencies. *If improvement in this area is not shown within the allotted time indicated on the improvement plan then a point will be taken from the summative score.*

[List relevant indicators.]

Evaluation Method, Evaluator(s), and Duration of Plan

Formal observations will be scheduled by [administrator]. Short observations will be conducted by [administrator(s), instructional coach, other(s)]. Walkthroughs may be conducted by [administrator(s), instructional coach, other(s)]. Feedback will be provided to the teacher after extended observations. Extended and short observations and walkthroughs will be conducted until [end date]. The Plan will be reviewed and concluded or continued. If this Plan addresses only *some* of the competencies in need of improvement, another Plan may be created at the conclusion of this Plan to address remaining competencies.

Summative Evaluation

The minimum acceptable teaching performance is a rating of effective or highly effective on each competency targeted in this Professional Improvement Plan.

Responsibility for Implementation

The responsibility for attaining an acceptable teaching performance lies solely with [teacher]. Support, suggestions, and periodic assessments of progress will be provided by [administrator].

Professional Improvement Plan Agreement

I, [teacher], agree that I have been directed by [administrator] to make my best effort to fully implement this Professional Improvement Plan and eliminate the deficiencies before [end date]. I acknowledge that I have been informed by [administrator] that a failure or refusal to eliminate the deficiencies noted in this plan may result in a recommendation by [administrator] that the Board of School Trustees decline to continue my teaching contract.

Professional Improvement Plan Approval

The signatures below indicate agreement to the Professional Improvement Plan described

above. Date _____

Teacher Signature _____

Administrator Signature _____ Administrator Signature _____

Statement of Job Jeopardy

Evaluations of [teacher] will result in a decision not to continue his/her employment with Delphi Community Schools if deficiencies are not corrected by [end date]. This Professional Improvement Plan is to be implemented by [teacher] and must result in an effective or highly effective teaching performance in all competencies by [end date].

Review of Professional Improvement Plan

The teacher’s performance on each competency targeted in this Professional Improvement Plan

_____ is effective or highly effective, and this plan is concluded. The teacher is expected to maintain effective or highly effective performance in competencies addressed in this plan.

_____ is effective or highly effective, and this plan is concluded. The teacher is expected to maintain effective or highly effective performance in competencies addressed in this plan. In addition, at the time that this plan was created, the teacher and evaluator agreed to focus on a subset of competencies, with others to be addressed when the teacher’s performance in the first subset of competencies is effective or highly effective. Therefore, a second plan will be created to target the remaining competencies for which the teacher performance needs improvement or is ineffective.

_____ needs improvement or is ineffective. The plan is extended until _____.

_____ needs improvement or is ineffective. The evaluator may recommend that the school district decline to continue the teacher’s contract.

Date _____

Teacher Signature _____

Administrator Signature _____ Administrator Signature _____

Professional Development Plan Form

Instructional Goal					
Overall Goal: <i>Using your most recent evaluation, identify an instructional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__ / __	__ / __	__ / __	__ / __
		Data:	Data:	Data:	Data:
	Action Step 2	__ / __	__ / __	__ / __	__ / __
		Data:	Data:	Data:	Data:

Data Goal

<p>Overall Goal: Using your most recent evaluation, identify a data goal below. Identify alignment to rubric (domain and competency).</p>	<p>Action Steps: Include specific and measurable steps you will take to improve.</p>	<p>Benchmarks and Data: Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</p>				<p>Evidence of Achievement: How do you know that your goal has been met?</p>
	<p>Action Step 1</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	
	<p>Action Step 2</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	<p>__ / __ / __</p>	
		<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	<p>Data:</p>	



RISE

Evaluation and
Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>Teachers rarely or never use prior assessment data when planning.</p>
1.2	Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an <u>ambitious</u> annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may <i>not</i>:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>

			learning and inform interventions throughout the year		
1.3	Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</p>	<p>Based on achievement goals, teacher plans units by: Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning Allocating an instructionally appropriate amount of time for each unit</p>	<p>Based on achievement goals, teacher plans units by: Identifying content standards that students will master in each unit Teacher may not: -Create assessments before each unit begins for backwards planning Allocate an instructionally appropriate amount of time for each unit</p>	<p>Teachers rarely or never plan units by identifying content standards that students will master in each unit OR there is little to no evidence that teachers plan units at all.</p>

1.4	Create Objective-Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</p>	<p>Based on unit plan, teacher plans daily lessons by: Identifying lesson objectives that are aligned to state content standards. Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives Designing formative assessments that measure progress towards mastery and inform instruction</p>	<p>Based on unit plan, teacher plans daily lessons by: Identifying lesson objectives that are aligned to state content standards Matching instructional strategies and activities/assignments to the lesson objectives.</p> <p>Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.</p>	Teachers rarely or never plan daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Uses daily checks for understanding for additional data points - Updates tracking system daily Uses data analysis of student progress to drive lesson planning for the following day</p>	<p>Teacher uses an effective data tracking system for: Recording student assessment/progress data Analyzing student progress towards mastery and planning future lessons/units accordingly Maintaining a grading system aligned to student learning goals</p>	<p>Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system</p> <p>Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals</p>	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <p>Students can explain what they are learning and why it is important, beyond repeating the stated objective</p> <p>Teacher effectively engages prior knowledge of students in connecting to the lesson. Students demonstrate through work or comments that they understand this connection</p>	<p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</p> <p>Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning</p> <p>Lesson builds on students'</p>	<p>Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</p> <p>Objective is stated, but not in a student-friendly manner that leads to understanding</p> <p>Teacher attempts explanation of importance of objective, but students fail to understand</p>	<p>Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</p> <p>There may not be a clear connection between the objective and lesson, or the teacher may fail to make this connection for students.</p> <p>Teachers may fail to discuss the importance of objectives or there may not be a clear understanding amongst students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior</p>

		<p>prior knowledge of key concepts and skills and makes this connection evident to students</p> <p>Lesson is well-organized to move students towards mastery of the objective</p>	<p>Lesson generally does not build on prior knowledge of students or students fail to make this connection</p> <p>Organization of the lesson may not always be connected to mastery of the objective</p>	<p>knowledge of students</p> <p>Lesson is disorganized and does not lead to mastery of objectives.</p>
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Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate Clearly Communicate Content Knowledge to Students	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding -Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest -Explanations spark student excitement and interest in the content -Students participate in each others' learning of content through collaboration during the lesson -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> -Teacher demonstrates content knowledge and delivers content that is factually correct -Content is clear, concise and well-organized -Teacher restates and rephrases instruction in multiple ways to increase understanding -Teacher emphasizes key points or main ideas in content -Teacher uses developmentally appropriate language and explanations -Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher delivers content that is factually correct -Content occasionally lacks clarity and is not as well organized as it could be -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding -Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways -Explanations sometimes lack developmentally appropriate language -Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher may deliver content that is factually incorrect -Explanations may be unclear or incoherent and fail to build student understanding of key concepts -Teacher continues with planned instruction, even when it is obvious that students are not understanding content -Teacher does not emphasize main ideas, and students are often confused about content -Teacher fails to use developmentally appropriate language -Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Teacher provides ways to engage with content that significantly promotes student mastery of the objective -Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic content 	<ul style="list-style-type: none"> -3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Ways of engaging with content reflect different learning modalities or intelligences -Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged -ELL and IEP students have the appropriate accommodations to be engaged in content -Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> -Fewer than 3/4 of students are engaged in content and many are off-task -Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -Teacher may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective -ELL and IEP students are sometimes given appropriate accommodations to be engaged in content -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> -Fewer than 1/2 of students are engaged in content and many are off-task -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -Teacher does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students -ELL and IEP students are not provided with the necessary accommodations to engage in content -Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> -Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) -Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding Teacher uses wait time effectively both after posing a question and before helping students think through a response Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students Teachers may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding Teachers frequently move on with content before students have a chance to respond to questions or frequently give students the answer rather than helping them think through the answer. Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or part way through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed -Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed -Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective -Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed -Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students -Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <hr/> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Lesson is accessible and challenging to all students -Students are able to answer higher-level questions with meaningful responses -Students pose higher-level questions to the teacher and to each other -Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great -Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <hr/> <ul style="list-style-type: none"> -Lesson is accessible and challenging to almost all students -Teacher frequently develops higher-level understanding through effective questioning -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding -Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning -Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <hr/> <ul style="list-style-type: none"> -Lesson is not always accessible or challenging for students -Some questions used may not be effective in developing higher-level understanding (too complex or confusing) -Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding -While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate -Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <hr/> <ul style="list-style-type: none"> -Lesson is not aligned with developmental level of students (may be too challenging or too easy) -Teachers may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. -Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. -Lessons are almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. -Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content

- Prompting students to make connections to previous material or prior knowledge
- 2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- 3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
- 4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7:	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
Maximize Instructional Time	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher -Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) -Students share responsibility for operations and routines and work well together to accomplish these tasks -All students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> -Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time -Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) -Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective -Almost all students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> -Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late -Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed -There is more than a brief period of time when students are left without meaningful work to keep them engaged -Teacher may delegate lesson time inappropriately between parts of the lesson -Significant prompting from the teacher is necessary for students to follow instructions and remain on-task -Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teachers may have to stop the lesson frequently to address the problem. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> -Students may frequently arrive late (unexcused) for class without consequences - Teachers may frequently start class late. -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -There are significant periods of time in which students are not engaged in meaningful work -Teacher wastes significant time between parts of the lesson due to classroom management. -Even with significant prompting, students frequently do not follow directions and are off- task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<ul style="list-style-type: none"> -Students are respectful of their teacher and peers -Students are given opportunities to collaborate and support each other in the learning process -Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior -Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<ul style="list-style-type: none"> -Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together -Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both -Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<ul style="list-style-type: none"> -Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention -Teacher rarely or never praises positive behavior -Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teachers are highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Students participate in forming academic goals for themselves and analyzing their progress -Students demonstrate high academic expectations for themselves -Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teachers are effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> -Teacher sets high expectations for students of all levels -Students are invested in their work and value academic success as evidenced by their effort and quality of their work -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. -High quality work of all students is displayed in the classroom 	<p>Teachers need improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> -Teacher may set high expectations for some, but not others -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) -Teacher may praise the academic work of some, but not others -High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teachers are ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> -Teacher rarely or never sets high expectations for students -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers -Teacher rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Seek out leadership roles -Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Contribute ideas and expertise to further the schools' mission and initiatives -Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> -Frequently dedicates time to help students and peers efficiently outside of class 	Teachers rarely or never contribute ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations -Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> -Seek to provide other teachers with assistance when needed <p>OR</p> <ul style="list-style-type: none"> - Regularly seek out opportunities to work with others 	Teachers rarely or never participate in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable -Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> -Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teachers rarely or never attend professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Display commitment to the education of all the students in the school -Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Strives to form relationships in which parents are given ample opportunity to participate in student learning -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents -Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Respond to contact from parents -Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context

**Delphi Community School
Corporation Classified Employee
Evaluation**

Name: _____ Job Title: _____ Date: _____

INSTRUCTIONS: The purpose of this appraisal is personal development. Documentation of measurable performance against the duties and responsibilities of the position is part of the continuing effort to provide information on performance over the total evaluation period. This assures both positive feedback on the performance and setting objectives which leads to development. The appraisal is based on job related factors rather than what someone feels about you. The employee first evaluates his/her performance on the instrument provided. Next the appraiser will complete the evaluation by marking a separate form (same instrument) prior to discussing. The evaluator must review duties and responsibilities of the employee and be familiar with the performance level definitions of each factor. The forms should be stapled together when completed.

	Excellent		Above Standard		Standard		Below Standard		Unsatisfactory		Score:
	10	9	8	7	6	5	4	3	2	1	
A. Amount of Work: The volume of output in relation to an individual's duties. Quality of work is discussed in B.	Exceptionally rapid worker. Volume exceeds requirements.		Consistently turns out a good volume of work.		Amount of work completed is satisfactory, but not unusual.		Output is barely acceptable.		Amount of work entirely inadequate.		
B. Quality of Work: The degree or thoroughness, accuracy, orderliness and, where applicable, applications of technical skills.	Unusually high level of work is consistently performed. Quality is exceptional in all respects.		Quality is of high grade.		Work is reasonably thorough, accurate and acceptable.		Quality at times is unsatisfactory.		Work is usually lacking in thoroughness, accuracy and neatness.		
C. Ability to Deal with People Outside Immediate Group: The impression made on others, as to service and attitude.	Has an unusual ability for successfully dealing diplomatically with complaints and in getting the cooperation of others.		Does a good job of dealing with people outside the work group.		Gets along well with outside contacts.		Occasionally has difficulties in dealing with outside contacts.		Tends to create problems which the supervisor must mediate in outside contacts.		

<p>D. Regularity of Attendance: The extent to which employee is on the job and available for performance of assigned duties:</p>	<p>Almost never absent.</p>	<p>Seldom absent.</p>	<p>Occasionally absent.</p>	<p>Frequently absent.</p>	<p>Absent too frequently to be depended on to do required work.</p>		
<p>E. Knowledge Required for the Job: The extent to which the employee knows and utilizes skills to perform his/her job.</p>	<p>Exceptionally well- informed. Knowledge and skill exceed position requirements.</p>	<p>Has more job related information than most in this line of work.</p>	<p>Sufficient knowledge of duties and related work to satisfy position requirements.</p>	<p>Is not quite up to standards with respect to knowledge and information required by the job.</p>	<p>Insufficient knowledge of present position. Needs extensive instruction.</p>		

	Excellent		Above Standard		Standard		Below Standard		Unsatisfactory		Score:
	10	9	8	7	6	5	4	3	2	1	
F. Degree of Supervision Required: The dependability of the employee to work independently to get desired results.	Justifies utmost confidence. Performs job without supervision.		Applies self well, occasionally needs direction and supervision.		Reliable and conscientious. Normal amount of supervision required.		Can not always be relied upon to get desired results without supervision.		Requires constant supervision or direction.		
G. Cooperation in Working with Others: How well the employee cooperates with supervisors and associates.	Highly cooperative, will assist others; has a noticeable good effect on the work group.		Quite cooperative, able to work with others to accomplish a joint effort.		A team worker. Maintains good working relationships with others.		Wants to do things his/her own way more often than desirable.		Uncooperative, definitely not a team player.		
H. Appearance: The impression made on others as to personal grooming, neatness of dress and manner.	Always extremely well groomed and presents outstanding appearance.		Neat personal appearance and grooming.		Take normal care of appearance.		Occasionally neglects appearance.		Demonstrates a lack of concern about personal grooming and appearance.		
I. Initiative: The determination and energy displayed in overcoming obstacles within the scope of the job.	Resourceful and active in looking for duties and learning beyond what is required.		Develops solutions to problems to complete work promptly.		Accepts and solves ordinary difficulties pertaining to employee's work.		Work out only simple problems connected with work.		Almost never initiates action without specific instruction.		
J. Sense of Urgency: Timeliness in response to the demands of the job.	All legitimate requests are met quickly and followed through to completion.		All legitimate requests are met within a reasonable time period.		Can be depended upon to follow through on most jobs.		Requests are at times not met within a reasonable time period.		Requests are not filled; frequently fails to finish work started.		

Include Here Jointly Set Goals For Performance Improvement:

Total Score:

Employee Signature: _____ **Appraiser Signature:** _____ **Date:** _____

(The employee signature indicates that the employee and supervisor have met and discussed the evaluation; the signature does not necessarily mean agreement.)

**Delphi Community School
Corporation RISE for Media
Specialists
Association of Indiana School
Library Educators
School Librarian Evaluation
Rubric**

This document is endorsed by the Association for Indiana School Library Educators (AISLE). Any adaptation of it must be used with permission from AISLE. Please contact Robyn Young (rryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.



Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues <i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if the goal is being met.</i>	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. <i>-The goal for the program is communicated with appropriate stakeholders.</i>	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. <i>- The goal for the program is established by not communicating with appropriate stakeholders.</i>	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
	<p>Notes 1.2</p> <p>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.</p>				

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	<p>Drawing on extensive professional resources, the school librarian demonstrates a rich understanding of literature and of current trends in information technology.</p> <p>- Librarian maintains a network of professional contacts and resources to stay current with trends (this may include reading current journals, blogs, and using social media) and shares with staff and students.</p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p>- Librarians maintain a professional network to stay current with trends. This may include reading current journals, blogs, and using social media.</p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p>- Librarians read journals to learn about current trends.</p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>

Notes 1.1
<ol style="list-style-type: none"> Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	<p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.</p>				

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	<p>Notes 1.4</p> <p>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.</p>				

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independently within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independently within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independently within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independently within the library) are either non-existent or inefficient, resulting in general confusion.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, the best possible traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarians make poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarians adhere to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarians adhere to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define “some” as at least one. All of the indicators under effectiveness may not be shown in one observation, but should be shown throughout the observation cycle.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students’ learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations	School librarian is effective at demonstrating and clearly communicating knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development.	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. - Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use development

		spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher - order questions and make connections independently, demonstrating that they understand the content at a higher level		instructional strategies learned via professional development	ally appropriate language

Domain 3: Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

		Level of Performance			
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
Notes 3.1		1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.			

3.2	Collaborate with Peers	School librarians will go above and beyond in seeking out opportunities to collaborate. Librarians will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities .	School librarians will seek out and participate in regular opportunities to work with and learn from others. Librarians will ask for assistance, when needed, and provide assistance to others in need.	School librarians will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarians will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarians rarely or never participate in opportunities to work with others. Librarian works in isolation and is not a team player.
Notes 3.2		<ol style="list-style-type: none"> 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. 			

3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.
3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.

3.5	Preparing and submitting reports and budgets	School librarians anticipate student and teacher needs when preparing requisitions and budgets, follow established procedures, and suggest improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarians ignore student and teacher requests (if appropriate) when preparing requisitions and budgets or do not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

3.7	Participation in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
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3.8	Seek professional skills and knowledge	School librarians actively pursue professional development opportunities and make a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarians actively pursue opportunities to improve knowledge and practice and seek out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarians do not participate in professional development activities, and show little or no interest in new ideas, programs, or classes to improve teaching and learning.
<p>Notes 3.8</p> <p>1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.</p>					

Domain 4: Core Professionalism

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individuals demonstrate a pattern of unexcused absences.*	Individuals have not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	Individuals demonstrate a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individuals have not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individuals demonstrate a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individuals demonstrate a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individuals demonstrate a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individuals demonstrate a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

returned within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

*It should be left to the discretion of the corporation to define “unexcused absence” in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically emails or phone calls

Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

Empowering learners: guidelines for school library media programs. Chicago, Ill.: American Association of School Librarians, 2009. Print.

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Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website - <https://learningconnection.doe.in.gov> - within the "IDOE-Developing New Indiana Evaluations" community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

DOMAIN 1: PURPOSEFUL PLANNING School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	Counselors use student achievement, achievement-related, survey and other student data to formulate plans. :- Annual program goals and student academic, career and personal/social goals.	Counselors rarely use student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals..	Counselors do not use student achievement data or survey results when planning.
1.2	Set Ambitious and Measurable Program and Student Goals	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselors rarely sets -ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor does not set -ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	Plan, Organize, Deliver and Manage Effective Counseling Program	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards	Counselor participates in - Planning, - Organizing, - Delivering and - Managing Of effective counseling program utilizing research-based interventions	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor does not complete - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	Develop Standards-Based Lessons and Assessments	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Creates well-designed assessments and/or surveys based on state or national standards	Based on program and student goals counselor: - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	Counselor rarely - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/ surveys for assessing growth	Counselor does not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth
1.5	Track Student Data and	At Level 4, a counselor fulfills the criteria for Level 3 and	Counselor uses an effective data tracking system for: - Recording	Counselor rarely uses a data tracking system for:- Recordingstudent	Counselor never uses a data tracking system to record

Analyze
Progress

additionally: -
Uses assessment/progress data
in
planning future lessons/units
accordingly.

student assessment/ progress
data and
analyzing student progress
towards
mastery

assessment/ progress data.
Counselor may *not*: - Use data
to
analyze student progress
towards
mastery or to plan future
lessons/units

student
assessment/progress data
and/or
has no discernible grading
system

NOTE: Domain 2 is divided into two parts:

- Domain 2A - Effective Classroom Guidance
- Domain 2B - Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1A: Develop student understanding and mastery of lesson objectives	Counselor is highly effective at developing student understanding and mastery of lesson objectives	Counselor is effective at developing student understanding and mastery of lesson objectives	Counselor needs improvement at developing student understanding and mastery of lesson objectives	Counselor is ineffective at developing student understanding and mastery of lesson objectives
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor Effectively Engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or counselors may fail to make this connection for students. - Counselors may fail to discuss the importance of objectives or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objectives.

Competency 2.2A: Demonstrate and Clearly Communicate Content Knowledge To Students	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - 	<ul style="list-style-type: none"> - Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways -where necessary -toincreaseunderstanding - Counselor Emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development 	<ul style="list-style-type: none"> -Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development 	<ul style="list-style-type: none"> - Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information
Competency 2.3A: Create Culture of Respect and Collaboration	Counselor is highly effective at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is ineffective at creating a culture of respect and collaboration
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and 	<ul style="list-style-type: none"> - Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences 	<ul style="list-style-type: none"> - Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together 	<ul style="list-style-type: none"> - Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention

behavior	<p>appropriately to discourage negative behavior</p> <ul style="list-style-type: none"> - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<ul style="list-style-type: none"> - Counselor may occasionally praise positive behavior 	<ul style="list-style-type: none"> - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior
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<p>Competency 2.4A:</p>	<p>Counselors are highly effective at setting high expectations for academic success.</p>	<p>Counselors are effective at setting high expectations for academic success.</p>	<p>Counselors need improvement at setting high expectations for academic success.</p>	<p>Counselors are ineffective at setting high expectations for student success.</p>
<p>Set High Expectations for Academic Success</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<ul style="list-style-type: none"> - Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselors celebrate and praise academic work. 	<ul style="list-style-type: none"> - Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others 	<ul style="list-style-type: none"> - Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competences	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1B: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	Counselors are highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselors are effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselors need improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselors are ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable
Competency 2.28: Provide counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service

Competency 2.38: Develop student understanding of safety, survival and prevention skills	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist
Competency 2.48: Connect student learning to future plans	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting student learning to future plans
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning

Competency 2.58: Supports students in assessment interpretation and goal- setting	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting
	<i>For Level 4, much of the Level 3 evidence is observed during the year; as well as some of the following:</i> - Assessment interpretation and goal- setting is systematic and well-planned	<ul style="list-style-type: none"> - Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting 	<ul style="list-style-type: none"> - Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting 	<ul style="list-style-type: none"> - Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge or interests and aptitudes to goal-setting

DOMAIN 3: COUNSELOR LEADERSHIP Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective(4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	Counselor will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	Counselor will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Counselor may <i>not</i> : - Frequently dedicates time to help students and peers efficiently outside of class	Counselors rarely or never contribute ideas aimed at improving school efforts. Counselors dedicate little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4,a counselor fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Counselor will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Counselor will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Counselor may <i>not</i> : - Seek to provide other counselors with assistance when needed OR- Regularly Seek Out opportunities to work with others	Counselors rarely or never participate in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4,a counselor fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Counselor will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable -Welcome constructive feedback to improve practices	Counselor will: - Attend all mandatory professional development opportunities Counselor may <i>not</i> : - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselors rarely or never attend professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning
3.4	Advocate for Student Success	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Counselor will: - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	Counselor will: - Display commitment to the education of all his/her students Counselor may <i>not</i> : - Advocate for students' needs	Counselors rarely or never display commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.

3.5	Engage Families in Student Learning	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary	Counselor will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Counselor will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Counselor may <i>not</i> : - Proactively reach out to parents to engage them in student learning	Counselors rarely or never reach out to parents and/or frequently do not respond to contacts from parents.
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Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context



RISE

Evaluation and
Development System

**Delphi Community School
Corporation Athletic
Director/
Assistant Principal
Effectiveness
Rubric**

Overview

To Shine a Spotlight on Great Leadership: The rubric is designed to assist schools and districts in their efforts to increase assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.

To Provide Clear Expectations for Assistant principals: The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.

To Support a Fair and Transparent Evaluation of Effectiveness: The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Assistant Principal Effectiveness Rubric?

A representative group of leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Assistant Principal Effectiveness Rubric?

While drafting the Assistant Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

Achievement First's Professional Growth Plan for School Principals

CHORUS's Hallmarks of Excellence in Leadership

Clay Christensen's Disrupting Class

Discovery Education's Vanderbilt Assessment of Leadership in

What is the purpose of the Assistant Principal Effectiveness Rubric?

The Assistant Principal Effectiveness Rubric was developed for three key purposes:

Education (VAL-ED)

Doug Reeves' Leadership Performance Matrix

Gallup's Principal Insight

ISLLC's Educational Leadership Policy

Standards Kim Marshall's Principal Evaluation

Rubrics KIPP's Leadership Competency Model

Mass Insight's HPHP Readiness Model

National Board's Accomplished Principal Standards

New Leaders Urban Excellence Framework

NYC Leadership Academy's Leadership Performance Standards Matrix

Public Impact's Turnaround Leaders Competencies

Todd Whitaker's What Great Principals Do Differently

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain) Domain 2: Core Leadership Actions (required domain) Optional Competencies

Discrete competencies within each domain target specific areas that effective assistant principals must focus upon.

What about assistant principals who focus on particular areas (e.g. student discipline, curriculum and instruction)?

Assistant principals are required to wear many hats, depending on the school in which they work. Some assistant principals are curriculum leaders while others are disciplinarians or focus on athletics. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate assistant principals with special areas of responsibility takes on greater importance.

This rubric is structured so that all assistant principals across the state are evaluated on two “core” areas of responsibility in addition to any other area(s) that are specific to their role. For example, an assistant principal who serves as the curriculum leader would be evaluated on Domains 1, 2, and any sub-competencies that are applicable from the Curriculum and Instructional Leadership competency.

It is important to note that when it comes to selecting optional competencies, the school corporation may adopt the competencies in its entirety, or select only those most applicable to the unique role of the assistant principal they are evaluating.

How do I ensure the effective implementation of the Assistant Principal Effectiveness Rubric?

The devil is in the details. Even the best assistant principal evaluation tool can be undermined by poor implementation. Successful implementation of the Assistant Principal Effectiveness Rubric will require a focus on four core principles¹:

1. **Training and support:** Administrators responsible for the evaluation of assistant principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
 2. **Accountability:** The differentiation of assistant principal effectiveness must be a priority for principals and district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
 3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of assistant principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
 4. **Decision-making:** Results from the assistant principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how assistant principals are assigned and retained, how assistant principals are compensated and advanced, what professional development assistant principals receive, and when and how assistant principals are dismissed.
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Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Mission & Vision					
1.1.1	<p>Contributes to the achievement of the mission & vision</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Working through complex issues in ways that energize stakeholder commitment - Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives - Translates the vision and mission into daily school practices 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Contributes individual capabilities to achieve essential objectives - Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision - Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	<p>Assists the principal in hiring, developing and retaining effective teachers</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Bases hiring recommendations primarily on the teacher's level of effectiveness - Takes specific actions to facilitate the development and retention of effective staff members - Aligns personnel recommendations with the vision and mission of the school 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations - Takes action steps that have a limited effective on the development and/or retention of effective teachers - Occasionally aligns the school's vision/mission to hiring recommendations 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations - Fails to take consistent steps to facilitate the development and/or retention of effective teachers - Fails to align hiring recommendations to the mission and vision of the school

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.2 Human Capital Management					
1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	The assistant principal: <ul style="list-style-type: none"> Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	The assistant principal: <ul style="list-style-type: none"> Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Models desired actions or schedules opportunities for the teacher to learn from other teachers Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. 	The assistant principal: <ul style="list-style-type: none"> Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up 	The assistant principal: <ul style="list-style-type: none"> Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	The assistant principal: <ul style="list-style-type: none"> Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps aligned with student and teacher needs Frequently follows up to ensure action plans are implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation 	The assistant principal: <ul style="list-style-type: none"> Primarily analyzes data only after statewide achievement tests are complete Fails to identify action steps that are aligned with interim or classroom assessment data

1.2. 4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> - Identifies and facilitates opportunities for teachers to share best practices - Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> - Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	The assistant principal: <ul style="list-style-type: none"> - Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Provides individual assistant/coaching that is infrequent 	The assistant principal: <ul style="list-style-type: none"> - Disregards the need for individualized assistance/coaching - Provides limited opportunities for teachers to engage in professional learning
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Talent Review					
1.3.1	<p>Assists the principal with the evaluation of teachers</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Professional Leadership					
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns Uses appropriate communication methods and media Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> Promotes a culture of self-reflection and continuous improvement Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> Expresses willingness to learn and openly acknowledges areas for growth Learns from personal experiences and the actions/insights of others Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> Expresses willingness to learn from others, but is reluctant to admit own short-comings Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> Resists changes to personal or leadership behaviors Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resilience and persistence	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> Engages staff and self in a continuous pursuit of professional growth and school improvement Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	The assistant principal: <ul style="list-style-type: none"> Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals Identifies action steps and leverages available resources to confront difficult problems 	The assistant principal: <ul style="list-style-type: none"> Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	The assistant principal: <ul style="list-style-type: none"> Reacts with visible frustration to challenging problems or setbacks Easily loses focus on improving student achievement

2.1. 4	Monitors time and task management	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Prioritizes being an instructional leader above all else - Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> - Consistently allocates the time and resources necessary to achieve ambitious goals - Spends time on high leverage activities - Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	The assistant principal: <ul style="list-style-type: none"> - Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions - Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	The assistant principal: <ul style="list-style-type: none"> - Rarely protects time for instructional leadership priorities - Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Instills the daily habits necessary to create a culture of excellence Is unwavering in maintaining high expectations for everyone 	The assistant principal: <ul style="list-style-type: none"> Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning Provides students and staff the support, time, and structures necessary to be successful Celebrates the accomplishments of others and proactively resolves performance issues 	The assistant principal: <ul style="list-style-type: none"> Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	The assistant principal: <ul style="list-style-type: none"> Fails to take the initiative to identify and recognize the accomplishments of others Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school Holds collaborating teams accountable for achieving desired results 	The assistant principal: <ul style="list-style-type: none"> Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	The assistant principal: <ul style="list-style-type: none"> Fails to provide teacher teams the support and/or resources necessary for to achieve desired results Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	Supports a universal code of conduct	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	The assistant principal: <ul style="list-style-type: none"> Coaches a culture of excellence through repeated practice and modeling of desired behaviors Consistently and fairly applies positive and negative consequences for behavior Promotes a predictable, safe learning environment through consistency of actions 	The assistant principal: <ul style="list-style-type: none"> Supports the maintenance of routines, procedures, and policies; but is primarily reactive Fails to consistently apply either positive and/or negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> Sends inconsistent messages about school policy Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

2.2. 4	Engage families and the community in student learning	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education 	The assistant principal: <ul style="list-style-type: none"> - Fosters partnerships with families, community agencies and/or the corporate sector - Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs - Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	The assistant principal: <ul style="list-style-type: none"> - Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning - Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> - Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts
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Optional Competencies



Optional Competencies: Professional Development, Instructional Leadership & School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.x Professional Development					
1.x. x	Oversee school-wide professional development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement 	The assistant principal: <ul style="list-style-type: none"> – Uses student performance data and teacher evaluation results to develop a systematic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide regular professional development opportunities aligned to the staff's learning needs
1.x. x	Builds productive professional learning communities	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams 	The assistant principal: <ul style="list-style-type: none"> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

<p>I.x. x</p>	<p>Addresses teachers rated ineffective or improvement necessary</p>	<p>In addition to Level 3, the assistant principal</p> <ul style="list-style-type: none"> - Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance - Provides tools and the assistance/coaching necessary to improve performance - Where appropriate, recommends termination of underperforming teachers using performance-based evidence 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance - Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
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1.x. x	Assists the principal with talent & leadership development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance 	The assistant principal: <ul style="list-style-type: none"> - Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers - Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles - Provides meaningful support to emerging leaders in new teacher leadership roles 	The assistant principal: <ul style="list-style-type: none"> - Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success 	The assistant principal: <ul style="list-style-type: none"> - Bases talent management decisions on personal preference rather than available data or demonstrated ability - Fails to provide meaningful support to emerging leaders
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.x Curriculum and Instructional Leadership					
2.x.x	Oversees aligned curricula, instruction and assessments	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Uses common interim assessments to define the rigor of the academic program – Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning 	The assistant principal: <ul style="list-style-type: none"> – Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end- goal assessments in all subject areas – Facilitates inter grade level meetings to ensure vertical articulation of the curriculum – Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions 	The assistant principal: <ul style="list-style-type: none"> – Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end- goal assessments in most, but not all subjects – Utilizes some available interim assessments, but fails to implement interim assessments in all courses – Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process 	The assistant principal: <ul style="list-style-type: none"> – Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments – Resists revisions to the curriculum even when supported by student learning outcomes
2.x.x	Supports the development and implementation of rigorous student learning objectives	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs 	The assistant principal: <ul style="list-style-type: none"> – Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards – Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary 	The assistant principal: <ul style="list-style-type: none"> – Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. – Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies 	The assistant principal: <ul style="list-style-type: none"> – Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.x.x	Uses data to drive instruction	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Develops teacher leaders' capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision- making that has a demonstrable 	The assistant principal: <ul style="list-style-type: none"> – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and 	The assistant principal: <ul style="list-style-type: none"> – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process 	The assistant principal: <ul style="list-style-type: none"> – Limits analysis of data to year-end autopsies – Inadequately supports staff's use of data to guide instruction

		impact on curriculum design and student achievement	skills necessary to use data to drive instructional improvements		
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2.x.x	Implements appropriate academic interventions	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Implements interventions that have a proven ability to increase student performance - Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance 	The assistant principal: <ul style="list-style-type: none"> - Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals - Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress - Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals 	The assistant principal: <ul style="list-style-type: none"> - Ensures school-level and classroom-level programs are in place to help most students meet their academic goals - Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress - Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress 	The assistant principal: <ul style="list-style-type: none"> - Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress - Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program
2.x.x	Implements and monitors instructional technology	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Successfully promotes the use of instructional technology that drives greater levels of student achievement 	The assistant principal: <ul style="list-style-type: none"> - Identifies and implements the most effective instructional technology - Develops teachers' ability to utilize instructional technologies to support student learning - Regularly monitors and reports the impact of instructional technology on student learning 	The assistant principal: <ul style="list-style-type: none"> - Develops most, but not all, teachers' abilities to implement available instructional technology - Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning 	The assistant principal: <ul style="list-style-type: none"> - Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.x Student Culture, Management, and Support Services					
2.x. x	Implements effective school policies	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	The assistant principal: <ul style="list-style-type: none"> – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders' understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
2.x. x	Monitors school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	The assistant principal: <ul style="list-style-type: none"> – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Rarely uses data to evaluate effectiveness of interventions

2.x. x	Enhances a positive school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy - Demonstrates the ability to positively impact student achievement and culture 	The assistant principal: <ul style="list-style-type: none"> - Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times - Challenges low expectations and holds all persons accountable for observing agreed upon procedures - Assists teachers with the implementation of effective classroom management plans 	The assistant principal: <ul style="list-style-type: none"> - Consistently applies positive and negative consequences for behavior - Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior 	The assistant principal: <ul style="list-style-type: none"> - Inconsistently implements the student code of conduct - Allows irresponsible student behavior
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2.x. x	Provides effective supervision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Volunteers to assist at school events and or functions to which he/she is not directly assigned 	The assistant principal: <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	The assistant principal: <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	The assistant principal: <ul style="list-style-type: none"> - Rarely engages with students, parents, and or community members - Fails to maintain high visibility at supervisory functions
2.x. x	Supports student services	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	The assistant principal: <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs - Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met - Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	The assistant principal: <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner - Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met - Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	The assistant principal: <ul style="list-style-type: none"> - Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) - Fails to ensure the social, emotional, academic, and behavioral needs of each student are met - Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports



RISE

Evaluation and
Development System

**Delphi Community
School Corporation
RISE for Principals**

**Evaluator:
Superintendent of
Delphi Community
School Corporation**

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HHPH Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals must focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric.

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles²:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	Hiring and retention	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; - Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; - Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> - Consistently Using teachers displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; - Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; - Aligning personnel decisions with the vision and mission of the school. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> - Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; - Demonstrating ability to increase some teachers' effectiveness; - Occasionally applying the school's vision/mission to HRdecisions. 	<p>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> - Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions³; - Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; - Rarely or never applying the school's vision/mission HRdecisions.

1.1.2	Evaluation of teachers	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> - Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building- level performance; - Following processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> - Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to partially differentiate the performance of teacher; - Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal <u>does not</u> prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> - Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Rarely or never using teacher evaluation to differentiate the performance of teachers ; - Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.
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1.1.3	Professional development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Frequently creating learning opportunities in which highly effective teachers support their peers; - Monitoring the impact of implemented learning opportunities on student achievement; - Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	<p>Principal orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> - Providing Learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; - Providing Learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Providing differentiated learning opportunities to teachers based on evaluation results. 	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> - Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; - Providing Learning opportunities with little variety of format; - Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	<p>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> - Providing Generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; - Providing no variety in format of learning opportunities; - Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encouraging and supporting teacher leadership and progression on career ladders; - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; - Providing formal and informal opportunities to mentor emerging leaders; - Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; - Providing formal and informal opportunities to mentor some, but not all, emerging leaders; - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	<p>Principal <u>does not</u> develop leadership and talent by:</p> <ul style="list-style-type: none"> - Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; - Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority.

1.1.5	Delegation	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encouraging and supporting staff members to seek out responsibilities; - Monitoring And supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring the progress towards success of those to whom delegations have been made; - Providing support to staff members as needed. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; - Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; - Providing support, but not always as needed. 	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; - Rarely or never providing support.
1.1.6	Strategic assignment⁴	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> - Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximize achievement for all students; - Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> - Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal <u>does not</u> use staff placement to support instruction:</p> <ul style="list-style-type: none"> - Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Defining long, medium, and short- term application of the vision and/or mission; – Monitoring And measuring progress toward the school’s vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school’s vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>Principal supports a school-wide instructional vision and/mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school’s vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school’s vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>Principal supports a school- wide instructional vision and/mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious,rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school’s vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Failing to adopt a school- wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently Analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

1.2.3	Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Monitoring collaborative efforts to ensure a constant focus on student learning; - Tracking best collaborative practices to solve specific challenges; - Holding collaborating teams accountable for their results. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> - Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; - Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; - Aligning teacher collaborative efforts to the school's vision/mission. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> - Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; - Supporting and encouraging teamwork and collaboration in a limited number of ways; - Occasionally aligning teacher collaborative efforts to instructional practices. 	<p>Principal <u>does not</u> support teacher collaboration by:</p> <ul style="list-style-type: none"> - Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; - Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; - Rarely or never aligning teacher collaborative efforts to instructional practices.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Leading Indicators of Student Learning					
1.3.1	Planning and Developing Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; - Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; - Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; - Revisiting the use and design of teacher and school-wide tracking tools. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; - Collaborating with teachers to identify standards or skills to be assessed; - Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; - Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; - Systematically working with teachers to monitor and revisit SLOs throughout the year as necessary. - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; - Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; - Working with teachers only occasionally throughout the year to measure progress towards goals; - Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	<p>Principal <u>does not</u> support the creation of Student Learning Objectives By:</p> <ul style="list-style-type: none"> - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; - Not meeting with teachers throughout the year to look at progress towards goals.

<p>1.3.2</p>	<p>Rigorous Student Learning Objectives</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Ensuring teachers' SLOs define desired outcomes; - Ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student data is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.
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1.3.3	Instructional time	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principal Supports instructional time by:</p> <ul style="list-style-type: none"> - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> - Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/encouraging unnecessary non-instructional events and activities to interrupt instructional time.
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Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	Professionalism	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>Principal displays professionalism by:</p> <ul style="list-style-type: none"> Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	<p>Principal supports professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	<p>Principal <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized; 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing Yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;

<p>2.1.3</p>	<p>Using feedback to improve student performance</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities.
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<p>2.1.4</p>	<p>Initiative and persistence</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.
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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations. 	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations. 	<p>Principal <u>does not</u> create an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication. 	<p>Principal <u>does not</u> skillfully and clearly communicate by:</p> <ul style="list-style-type: none"> Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

<p>2.2.3</p>	<p>Forging consensus for change and improvement</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; - Managing change and improvement processes without building systems and allies necessary to support the process; - Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement ; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.3 Culture of Achievement					
2.3.1	High expectations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state's highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; - Empowering students to set high and demanding expectations for themselves; - Ensuring that students are consistently learning, respectful, and on task; - Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; - Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or set unrealistic or unattainable goals.
2.3.2	Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal Establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>Principal <u>has not established</u> academic rigor by:</p> <ul style="list-style-type: none"> - Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; - Consistently sets and abandons ambitious academic goals.

2.3.3	Data usage in teams	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. 	<p>Principal <u>does not</u> utilize data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.
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**Delphi Community
School Corporation
RISE for District
Level Leaders**

**Evaluator: Delphi
Community School
Corporation Board of
School Trustees**



Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on proficiencies and needs.	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual administrator needs.</p>

<p>1.3</p>	<p>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</p>	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>
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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non certified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive					
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>

2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	<p>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	The superintendent organizes time and projects for effective leadership.	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to					
4.1	<p>The superintendent demonstrates effective communication with parents and the community.</p>	<p>There is clear evidence of parent- centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>

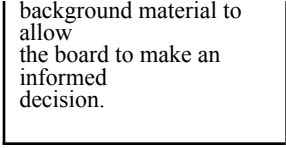
4.2	<p>The superintendent forges consensus for change and improvement throughout the school corporation.</p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>
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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>	<p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
4.6	The superintendent provides the school board with a written agenda and background material	<p>The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient</p>



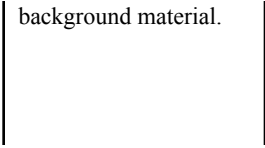
before each board meeting.

material so that the board can make an informed decision.



background material to allow the board to make an informed decision.

background material.



background material.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s					
5.1	<p>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporations and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>

5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporate academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>
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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available support.	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.</p>	<p>The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.</p>
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	<p>The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.</p>	<p>The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.</p>	<p>The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.</p>	<p>The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>

6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization.	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>
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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff are properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>

6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The superintendent lacks proficiency in using the budget to focus resources on strategic priorities.</p>	<p>The superintendent has little proficiency in sound budgetary practices.</p>
6.5	The superintendent demonstrates compliance with legal requirements.	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

